



European Institute of Education and Social Policy



Institut Européen d'Education et de Politique Sociale

The Activity Report 2008 - 2009

In 2009 the EIESP reviewed the vision and focus of the Institute:

Vision:

Access to learning throughout life supports children and adults in developing their capacities and achieving their personal and professional potential. The values with which the Institute relates to its partners have always included a high importance being placed on partnership and on the independence and integrity we adopt towards projects and dissemination. The EIESP values highly the multicultural dialogue and exchange that comes through working across Europe and beyond.

Focus:

- Developing the systems, approaches, tools and practices that place the learner at the centre of the learning process;
- Creating bridges between research, policy and practice;
- Evaluating the design, implementation and outcomes of policies at the different decision-making levels;
- Contributing to decision-making processes and to the exchange of good practice among countries, institutions or sectors.

The presentation of the Institute was revised in a 4-page leaflet with a 4-page presentation of selected recent projects. Both are available to download on the website. The logo has also been updated in-line with the website.

Highlights 2008-2009:

- The European Journal of Education was accepted for the ISI Impact Factor rankings for the Education & Educational Research category. It will appear for the first time in the 2010 rankings, which will be released in the summer of 2011.
- 'The Shift to Learning Outcomes: Policies and Practices in Europe' was finalized and published on the CEDEFOP website.
- 'Key competences in Europe: Opening doors for lifelong learners across the school curriculum and teacher education' was finalized and published on the DG Education, Audiovisual and Culture website.
- In 2008 and 2009 the EIESP continued to ensure the Secretariat for the Universal Education Foundation and to coordinate the Foundation's operations in Europe.
- The EIESP was asked to coordinate the Secretariat of the Consortium of Foundations 'Learning for Well-being'.
- From 2009, the EIESP will also undertake the Secretariat of the association *Inspecteurs de l'éducation sans frontières..*

- The EIESP signed an annual cooperation agreement with the *Association française des administrateurs de l'éducation (AFAE)* to contribute a regular European perspective to their journal (*Administration et Education*) through proposals of authors, short information items and translations into French of articles of particular interest.

The report, which focuses on the main areas of the work programme in 2008 and 2009, is organised under the following headings:

1. Lifelong Learning – Policy and strategy development in the EU and in partner countries
2. Learning for well-being
3. Programme evaluation
4. The European Journal of Education
5. Presentations and seminars

1 Lifelong Learning – Policy and strategy development in the EU and in partner countries

For many years, one of the key aspects of the work of the EIESP has been to contribute to the development of strategies for lifelong learning with a focus on major issues such as access to learning and qualifications; pathways for progression; recognition of learning; transparency and portability of qualifications as well as the overall quality of provision for the learner.

In 2008-2009, the projects included:

- finalizing a 32 country comparative study for CEDEFOP on the shift to learning outcomes;
- the first phases of a study for DG EAC on key competences in school and teacher education in the 27 Member States;
- coordination of the quality component of the CARDS Adult Learning project in Croatia;
- continuing work on National Qualifications Frameworks through support to Croatia;
- the synthesis report on Adult Learning in the MEDA countries for ETF;
- the launch of the TVET policy & strategy review in Romania.

These projects are described in more detail below. They were undertaken with EU funding.

1.1 The shift to learning outcomes: policies and practice in Europe.

The EIESP was a member of the team led by the Qualifications and Curriculum Authority (UK) to carry out a 32 country study commissioned by CEDEFOP to examine the shift to learning outcomes in education and training policy development and implementation in vocational education and training (VET), general school education and higher education. The three main authors were: Tom Leney (QCA), Jean Gordon (EIESP) and Stephen Adam (Westminster University). Country fiches were drafted to a common template by a team of about ten authors who are competent in the different languages of the countries and most of them were reviewed by colleagues in CEDEFOP's Refernet network across Europe. The draft final report was presented to a conference organised by CEDEFOP in Thessaloniki in October

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2007 on Learning Outcomes. The report was finalized during the first quarter of 2008, approved by CEDEFOP and is now available on the CEDEFOP website.

Tom Leney, Jean Gordon and Stephen Adam, **The Shift to Learning Outcomes; Policies and Practices in Europe**, CEDEFOP, 2008

http://www.cedefop.europa.eu/etv/Information_resources/Bookshop/publication_details.asp?pub_id=525

This study, like all major comparative studies, was an excellent opportunity to gain a better understanding of the different concepts and approaches implemented by countries, the major changes and progress made, and the areas in which there are still obstacles (upper secondary leaving diplomas and assessment in general).

1.2 Key Competences for lifelong learning

In 2008, an 18-month project was launched on cross-curricular key competences and teacher education. It built on the results of the learning outcomes study. This study on cross-curricular key competences in the school curriculum and in teacher education in the 27 Member States was commissioned by the Directorate-General for Education and Culture of the European Commission. It was undertaken by a consortium composed of the project leader CASE (Centre for Economic and Social Analysis, Poland), working in partnership with: QCA (Qualifications and Curriculum Authority, UK), EIESP (European Institute for Education and Social Policy, France), the Universitat Autònoma de Barcelona (Spain) and two Hungarian experts from Eötvös Loránd University and Pannonia University.

The aim of the study was to provide a comparative overview of policy and practice concerning the development and implementation of key competences in the education systems of the 27 Member States of the European Union. In particular, the study assesses the implementation of the 8 key competences contained in the European Reference Framework of Key Competences in primary and secondary schools across the EU, as well as the extent to which initial and in-service education and training of teachers equips them with the skills and competences necessary to deliver key competences effectively. The methodology comprised a literature review, which clarified the major concepts and issues relating to the identification of key competences, the elaboration of country fiches for the 27 Member States and the preparation of six country case studies, which looked in more depth at key competence policies and practice in Finland, France, Hungary, Poland, Spain and the United Kingdom.

After approval by DG EAC it was made available on the website:

J. Gordon, G. Halasz, M. Krawczyk, T. Leney, A. Michel, D. Pepper, E. Putkiewicz, J. Wisniewski, **Key Competences in Europe: Opening doors for lifelong learners across the school curriculum and teacher education**, study undertaken for the Directorate General Education and Culture of the European Commission, (http://ec.europa.eu/education/more-information/moreinformation139_en.htm)

1.3 Adult Learning in Croatia

Under the EU-funded CARDS programme, Croatia received support and technical assistance to improve the quality of adult education. The project, which lasted from September 2007 to

April 2009, was led by Aarhus Technical College and supported the development of the Adult Education Agency. Jean Gordon was the key expert for the component on the improvement of the quality of adult provision which included piloting a methodology for developing short occupational training courses for adults (unemployed or in employment) based on a modular structure and specified learning outcomes. The report also made proposals for improving accreditation and quality supervision of these courses. The work was undertaken by a working group of the major actors from stakeholder organisations in the public and private sectors.

For more information: <http://www.aoo.hr/en/Page.aspx?id=18>

The report for Component 4 is also available in English on the same website:

[http://www.aoo.hr/Doc](http://www.aoo.hr/Documents/CARDS_konferencija_rezultati/ENGLESKI/Comp4/Component%204_06.pdf)

[cuments/CARDS_konferencija_rezultati/ENGLESKI/Comp4/Component%204_06.pdf](http://www.aoo.hr/Documents/CARDS_konferencija_rezultati/ENGLESKI/Comp4/Component%204_06.pdf)

1.4 Strategies for National Qualifications Frameworks

Developing the transparency of qualifications among European countries (and within them) has been a focus of the Institute's work for at least 15 years and in 2007-2008 the Institute provided support to Croatia for the development of the Croatian NQF as part of the European Training Foundation's support to the reforms of vocational education and training. This specific consultancy followed several years of working with ETF on developing strategies for NQFs both in the Western Balkans and in the MEDA countries.

1.5 Adult learning in the MEDA countries

In 2009 the EIESP contributed to a stocktaking exercise on adult learning in seven countries of the MEDA region (Algeria, Egypt, Jordan, Lebanon, Morocco, Syria and Tunisia). The overall aim of this project was to assess the existing situation in order to inform the development of policy guidance on adult learning in the countries involved. The country reports were drafted by local consultants using a set of common guidelines that were agreed with ETF and with the consultants. The synthesis report was then drafted by Jean Gordon using the data gathered by the country reports.

1.6 Romania: TVET policy & strategy review

This project is funded under the European Social Fund in Romania and is led by the National Centre for the Development of TVET (CNDIPT) in Romania. The other partners are the EIESP (France), Danish Technological Institute (Denmark) and S.C. GEA Strategy and Consulting S.A. (Romania). The overall objective is to review the policies and strategies for initial vocational education and training over the last 15 years in order to assess their coherence with other national strategies and European priorities for VET and also their implementation at different levels: national/central, regional, local/school. One of the specific objectives will be the development of a self-assessment policy tool to help policy makers to measure policy performance. It is intended that the outcomes should provide input for future policies and measures. The project was signed at the end of 2009 and activity starts in 2010.

2 Learning for Well-being

In 2008 and 2009 EIESP continued to be a member of the core team of the Universal Education Foundation and, in addition to housing the Secretariat of the Foundation, provided support on aspects of design, planning, implementation and dissemination of specified activities in the work programme, taking special responsibility for the European Operations. UEF is an international foundation established in the Netherlands in 2004 by Marwan Awartani and Daniel Kropf (www.uef-eba.org). The current Chair of the Board is Raymond Georis, one of the founders of the EIESP. The vision of UEF is 'Learning for well-being', which emphasizes the importance of a holistic approach to education and of engaging children and young people in shaping their learning environments (e.g. in the education system, through media and ICTs and in the health system). The purpose of the Foundation is to inspire and engage people in making learning environments more conducive to the well-being of children and youth. UEF defines well-being as realizing one's unique potential through physical, emotional, mental, spiritual and social development ... in relation to self, others, and the environment.

The EIESP joined the partnership of UEF in 2005 and has been involved since then in the development and piloting of the Foundation's programme. During 2008 and 2009 the work of the EIESP for UEF included building a network of European foundations under the umbrella of the European Foundation Centre. In 2008, UEF convened two workshops, one in Paris (co-organised with the Evens Foundation) and another later in the year in Berlin (hosted by the Bertelsmann Foundation) in which 21 representatives from ten foundations in Europe and the Middle East met to discuss how to work together and what concrete actions they wished to undertake with a view to making children's and young people's learning environments more conducive to their well-being. In preparation for the Berlin workshop, a survey of 12 foundations was carried out between August and October 2008 by UEF with the EIESP to form a shared baseline of information and understanding about how each other's work contributes to children's and young people's well-being. This led to the establishment in 2009 of a Consortium of foundations: 'Learning for Well-being'. In 2009, the Consortium supported the first stage of work to develop indicators of children's and young people's well-being in their learning environments that reflect their personal (or subjective) perception of how their different learning environments impact on their well-being, on their holistic and positive development. It was a stocktaking report on existing data sets and indicators drafted by Jean Gordon, Linda O'Toole and Gloria Arjomand to provide a baseline of information about the field of child data and indicators to enable the Consortium to have a sound basic understanding that can inform their work on the children's personal perception of well-being in their different learning environments. In the summer of 2009, UEF convened a workshop on this theme which was hosted by the Guerrand-Hermès Foundation in Brighton. In 2010, the Consortium is launching work on a Policy Glossary on learning for well-being that will provide a conceptual and strategic framework and the basis for a common language for policy makers at all levels in Europe. The glossary will be presented at an international conference to be organised in Brussels in 2011.

3 Programme Evaluations

3.1 Evaluation of the CEJI “School Community Approach”:

CEJI is an international non-profit organisation set up in 1990 and based in Brussels that makes “a Jewish contribution to an inclusive Europe”. It focuses on education for diversity and aims to provide decision-makers in the EU with experiences, projects and ideas in the field of basic rights, education, training and social integration in order to contribute to a democratic, responsible and caring Europe. CEJI considers education and training to be “critical forces in the making of an inclusive Europe and that youth and adults must be equipped with the sensitivity and skills required to succeed in diverse societies”. It commissioned the EIESP to undertake an evaluation of their programme called the ‘School community approach’ the main aim of which was to support diversity in schools by targeting the whole school community. The evaluation started in the spring of 2007 and the final report was presented to the CEJI Management Board at the end of 2008. It focused on a small number of schools in four countries (Belgium [Flanders and Wallonia], France and Italy and Netherlands where the ‘school community approach’ was being implemented. In addition, two schools in France that were not part of the programme were included to provide a point of comparison. It was a qualitative evaluation using face-to-face interviews with students and staff and group discussions in the schools as the main means of collecting data. Evaluation tools were designed to respond to the needs of this particular evaluation based on a set of agreed indicators. All the interviews were carried out in the language of the school. The EIESP did the interviews in French and experienced consultants were brought in for the interviews in Dutch/Flemish and Italian. The Executive Summary can be downloaded from the CEJI website: http://www.ceji.org/SCA_Evaluation.pdf

4 Dissemination and publications

4.1 The European Journal of Education

The European Journal of Education has been edited by the Institute for over 30 years and is a key strength and the concrete image of the Institute worldwide. The Journal has been published by Wiley-Blackwell since 2000. The homepage is: <http://www.wiley.com/bw/journal.asp?ref=0141-8211&site=1>

As a reminder, the prime aims of the *European Journal of Education* are:

- To examine, compare and assess education policies, trends, reforms and programmes of European countries in an international perspective.
- To disseminate policy debates and research results to a wide audience of academics, researchers, practitioners and students of education sciences.
- To contribute to the policy debate at the national and European level by providing European administrators and policy-makers in international organisations, national and local governments with comparative and up-to-date material centred on specific themes of common interest.

Most issues of the Journal contain two parts. Part I is the collection of articles that compose the thematic dossier, with emphasis on commissioned papers requested by the Guest Editor(s)

responsible for the issue and/or members of the Journal's Editorial Board. Part II contains articles on other themes that have been submitted for publication and peer reviewed.

Five reasons to read the European Journal of Education:

1. EJE is an international, peer reviewed journal that presents high quality, recent research and policy analysis with a primary focus on Europe, placed in an international perspective. The Journal publishes the results of European research projects and explores key topics of concern to policy makers and international organisations in Europe and further afield.
2. The Editorial Board brings together academics and policy analysts from different European countries and major international organisations. There is also a network of distinguished Editorial Correspondents who advise the Joint Editors and the board.
3. EJE is a thematic journal. Part I of each issue contains 5 to 8 articles around a selected theme presenting a range of perspectives and research on the topic under analysis and the key issues for future research and policy. The Guest Editors are acknowledged experts in their field. Themes are identified by the board, they come from European-funded research projects or are based on conferences and seminars. They are proposed by board members, editorial correspondents or other colleagues from all over Europe.
4. EJE is the only European journal publishing about education matters that covers a broad spectrum in education, aiming to build bridges between research and policy and to address issues of concern to the different levels and types of education, transversal topics and 'big issues' for policy agendas. This includes an active and on-going discussion of the EU education policy.
5. The Journal actively seeks to partner with organisations (e.g. universities, foundations, international organisations) with a view to organising seminars on topical or future themes that make it possible to bring together an international network of people from academia, policy, government, international organisations, foundations, education providers, etc.

The readership of the journal includes academics, policy analysts, students of education sciences, teachers (HE, school, VET, adult learning), work-based learning practitioners, project and programme managers and action-researchers, international organizations.

In 2008 and 2009 there were about 68,000 downloads of articles each year through *Wiley InterScience* and other online hosts. We reach about 4500-5000 institutions worldwide, through traditional hard copy subscriptions, electronic subscriptions of various categories and electronic databases, plus special reduced rate subscriptions for universities and research institutes in developing and poorer countries. Wiley-Blackwell participates in the schemes to offer free or low price subscriptions to institutions in developing and poorer countries through philanthropic programmes (e.g. INASP). This means that the Journal can be made available in over 100 of the poorest countries and over 600 institutions can receive free or low paid access.

The four thematic issues published in **2008** (Volume 43) were:

- Education and Well-being
- Learning to Live Together- A Necessary Utopia

- New Public Management and Academic Practices
- Quality in higher education

In **2009** (Volume 44) the four thematic issues were:

- Chinese-European Cooperation in education
- The Training of Adult Education professionals in Europe
- Work-based Learning in Higher Education
- Networks in Education; benefits and issues in Europe

In November 2009, the European Training Foundation organised the ‘*ETF Human Capital Development Symposium, Education for change, sustainability and social gains*’ in order to present and discuss the articles for the issue that they are guest editing for 2010. Alain Michel attended for the editorial board.

5 Presentations and seminars:

In addition to the above projects, the Chair of EIESP, Alain Michel, was invited to give presentations and participate in a number of different types of events:

- Management staff development activities organized by the French Ministry of Education and its agencies focusing on a range of issues concerning education policy in France and the broader context of European policy and strategy as it affects education in France.
- Seminars organised by the French government abroad, e.g. a seminar organised by the French Embassy in Vienna (Austria) on the transition between secondary and higher education.
- Training seminar for 20 senior civil servants from 11 countries for the *Ecole Nationale d’Administration (ENA)* on international cooperation.
- Seminar on education policy at ENESAD (Dijon) for 80 high school directors of the French Ministry of Education and of the Ministry of Agriculture.
- Seminar on ‘education for media’ in Marseilles for school principals and teachers.
- Seminar in Strasbourg for the French national association of private school directors on the impact of European cooperation on school management.
- Seminars and study visits in France and abroad organised by the agencies of the Commission, Europeaid-funded projects (e.g. an ETF seminar in Morocco on the quality approach in training in France; seminars in Istanbul and in Paris on the new management of education systems and schools; seminar in Albania (with ETF) on technological/vocational higher education in France).
- Foresight activities, such as the Foresight Working Group for the Directorate General for Research of the European Commission focusing on foresight tools and ‘The world in 2025’. Also participation in a foresight study for higher education in Romania starting November 2009.